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Using Social Interactive Writing for English Language Learners (Swell) with Fairy Tales Videos in Teaching Writing

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Abstract: This research aims to investigate whether the use of SWELL method with fairy tale videos improves the students' writing ability and to find out which writing components mostly affected by the use of SWELL method. This research was conducted using a quasi-experimental design. The population of the research was the second grade students of SMPN 5 Marioriawa in academic year 2015/2016 which consisted of two classes (56 students). The sample was drawn using cluster random technique. The number of students in the class was 28 students. The research instrument used was writing test. The data obtained through the test were analyzed quantitatively by using 21.0 version of SPSS program. Based on the data analysis, the research findings reveals that there is a significant difference of the students' writing skill after being taught by using SWELL method. It is proved by the data that had been processed through SPSS program. The result showed that the mean score of students in experimental group was greater than the mean score in control group ($85.03 > 67.180$, with t-test value is lower than the probability value ($0.000 < 0.05$). It indicates that there is a significant improvement of students' writing ability after the treatment. The writing skill of the second grade students of SMPN 5 Marioriawa can be improved significantly by using SWELL method with fairy tale videos. For the writing components that mostly affected by SWELL method. For different aspects of writing, content, organization, vocabulary, language use and mechanic, vocabulary is the most affected by the use SWELL method. The highest score in term of vocabulary was 18 with the percentage 90 with the highest converted score 87.55 categorized as very good categorization.

Keywords: SWELL method, students' writing ability.

1. Introduction

Writing is one of the English language skills taught regularly in the classroom. English is taught in all levels from senior high school to kindergarten. Studying English is not a new thing especially for the students of junior high school. Although English is not a new thing for junior high school students, in fact they still have many difficulties in studying English. As we know, English is not a native language for Indonesians. It is difficult for the students to remember the vocabularies and to get the point of the speaker when someone is speaking English. But, when students' writing ability is improved, students will be able to make specific writing assignments. As a productive skill, writing is needed in our daily life. Kelly (1999) stated that writing is the important form of communication because it can be a solution when a spoken communication is not possible. Unfortunately, many students are not interested in writing because according to them, writing is difficult. As Elbow and Bellanof (1989) stated that writing is hard because it requires two mental abilities that are different and usually conflict with each other; the ability to create several words and ideas and ability to criticize and discard them. Therefore, learning to write can easily leave students unmotivated. The problem might be caused by the teaching of writing in many junior high schools still uses monotonous and traditional ways. Hence, the researcher should be smart in choosing an appropriate method of teaching writing. Thus, to overcome this problem the researcher tried to teach

writing by applying SWELL method. It stands for Social – Interactive Writing for English Language Learners. SWELL is a kind of collaborative writing. Generally, writing tends to be taught as an individual activity rather than collaborative one. It is also an interesting and suitable method. By applying this method, students are assumed to be more love in writing because through this method the students more active, enjoyment, interesting way to the class without makes students become lazy in writing. This method was introduced by Teo (2007). By using SWELL method, it was expected that students' achievement in narrative writing could be improved because SWELL method provides "wh" question as the guidance for the students to get ideas, they are discuss it together interactively. Those were the reasons why the researcher use SWELL method to be implemented in writing class of junior high school. It was expected to help the student of Junior High School to be more enthusiastic in learning writing. Here, the researcher wished having a collaborative to apply the SWELL method to improved students' writing ability.

By the explanation above, the writer interested in conducting a research under title "Using Social Interactive Writing for English Language Learners (SWELL) method with fairy tale videos in teaching writing of SMPN 5 Marioriawa soppeng".

A. The Concept of writing

Theories of writing have been developed by many experts. According Brown (2001) state writing as a process of putting ideas down on paper to transform thought into

words to sharpen main ideas and to give them structure and coherent organization. When write a text, the student produces a sequence of sentences that have arranged and linked together to be more sentences to get communicative writing which have to read by the readers (Dixon in Reid, 1993). Budiharso (2005) explain writing as a process through which the writer discovers, organizes, and writes her or his thoughts to communicate with reader.

Some experts disputed that writing is the most challenging skill from others. As Suyanto (2008) argued that writing is the most daunting because it is related to vocabulary comprehension, grammar, spelling, thinking well and arranging words. He further stated that the content and punctuation also are the most essential in writing. Indeed, speaking and writing has significant differences function of the words when it is applied into the language (Harmer, 2007). In line with Harmer's point of view, Ur (1996) stated the element of writing and speaking of vocabulary, style, grammar content has differences in how to produce them.

According to Heaton (1988), Kroll (2001), Luhulima (1995), and Hughes (2008) point out there are five general components for a good writing; they are content, organization, vocabulary, language use (grammar), and mechanic. There a number of criteria of good writing that present by linguists. According to Oshima and Hogue in Budiharso (2005), good writing in English requires good grammar and good organization. They further on saying that learners must learn not only the rules of English grammar but also the principles of

English rhetoric. While Brian Cox in Brindley (2005) disputes that the best writing is vigorous, committed, honest and interesting.

Before writing, a writer should decide first what types or genre of the text that he or she wants to write. It is important, considering that writing with concerning about certain types of text or genre oriented writing emphasizes the social aspect of language use (Zainurrahman, 2011). It means that the product of writing is expected by the writer to be read by public and also give useful information. Parallel with the above classification, (Zainurrahman, 2011) simplify proposes four types of text, they are:

- 1) Narrative, tells a story and its purpose is to provide information about an event.
- 2) Descriptive, describes characteristics of an object systematically.
- 3) Argumentative, one of the persuasion texts, present rationalization, exceptionable, and also strengthening of a statement.
- 4) Expository, a factual text, gives information about why and how something is happened.

Meyers (2005) states that narrative is one of the most powerful ways of communicating with others. A good written story lets the reader response to some event in their life as if it are own. They not only understand the event, but they can almost feel it. The action, details, and dialogue put the readers in these seem and make it happen for them. The main purpose of a narrative essay is to make a point by telling the audience a story. Colorful details and interesting events can

make narrative essays enjoyable for readers. The researchers must remember that their story should deal with an event or a topic that will interest their audience. Through narration, we make a statement clear by relating in detail something that has happened to us the Generic Structures of narrative text are: orientation/ exposition, complication/ rising action, sequence of event/ climax, resolution/ falling action, reorientation and the language features of narrative text, Based on Depdiknas as quoted by Arifah, the language features usually found in narrative texts are: using noun, using adjective that form noun phrase, using time connective and conjunction, using temporal conjunction and temporal circumstance, using adverb or adverb phrase, using the action verb, using saying verb the kind of narrative narrative text that used in this research was fairy tales.

B. The concept of SWELL

SWELL which stands for Social-Interactive Writing for English Language Learners is firstly introduced by Adeline Teo (2009), a professor at Chung San Medical University, Taiwan. It is basically a writing technique that is supported by several theories related to collaborative writing theories, technique of teaching writing and researcher as feedback provider. Formerly, Teo adapted the theory of Topping namely Paired Writing Method that is a kind of peer-assisted writing. He uses Topping's theory at his ESL class, then reformulated it to be SWELL with the similar stages and added some revisions. Seemingly, after Teo implemented SWELL in his class he got a

great result of students' development in writing task. According to Teo (2009), SWELL (Social-Interactive Writing for English Language Learners) consists of several steps that should be practiced subsequently. In applying SWELL (Social-Interactive Writing for English Language Learners), first of all the researcher has to pair up the students based on their English proficiency levels. The student who is at higher writing level will play the role of a Helper and the student who is at lower writing level as a Writer. During the writing process, they have to write collaboratively and follow the suggested steps given by the researcher

C. The Concept of Fairy Tale Video

In Free Dictionary (2008) video is defined as a visible part of a television transmission, students could still receive the sound and the picture still exist, the appearance of text and graphics on a video display or relating to the production of images on video displays or the technology that captures moving images electronically. Those moving images are really just a series of still images that change so fast that it looks like the image is moving. It can be said that video is a series visual moving picture which contain sound as a result or product of recording or broadcasting which can be played on a special machine. It can be used as instructional medium or teaching media by adjusting it to syllabus or material that is being taught. Els et al. (1984:280) states that by media, all aids which may be used by teachers and learners are intended to attain certain educational objectives. Video is mentioned as a kind of audiovisual media. Where, audiovisual is defined by

El's et al. (1984) as combination of sound and image. In relation with the use of video in language classroom, a significant amount of careful preparation is required to exploit the rich potential video can offer. Davis (1998) proposed a procedure in using video to teach English as follows:

- 1) Choosing a video.
- 2) Familiarity. Preparing the viewing guide.
- 3) Ask students to hand in work for correction.
- 4) Post-viewing writing tasks..

Those steps were decided by the researcher to be combined with the process to do SWELL method in her research. By combining the step of both using video and SWELL method, the researcher hoped the writing ability of the students were improved.

According to Jeremy in Inayah (2010) that There are some teaching techniques that can be used in video based lesson: Viewing technique and Listening (and mixed) technique.

D. The use of SWELL method with fairy tale Videos in Teaching Writing

Since the researcher decides to use the video as a media in conducting her research through SWELL method, it becomes essential to present the step of their combination. The following steps are showed by the researcher related to the process of the use of video through SWELL method in teaching writing narrative text.

- 1) The video is chosen based on some considerations such in Davis (1998)

explanation. Those are intelligibility, appeal, language objectives, length, and familiarity.

- 2) Before starting, the researcher Inform the students about the title of video and little explanation related to it that will be played to help them predict the kinds of event that will be shown. Before viewing the video, the students were asked to prepare some papers as notebook. Then they made an outline based on text genre that being taught on their notebook. For instance, in this research, the researcher used narrative text. Therefore, the students made the outline which consists of orientation, complication, and resolution as detail as they can. The outline helped the students to make brainstorming. Before playing the video, the researcher provided some questions related to the story on the video where some questions probably raise answers in the video so the story can be written well. The students who assigned as helper ready to answer the questions of the students who assigned as writer. This activity aimed to make the students think critically about the events which show the title, the content of the story and the explanations that had been given about the video. Besides the questions that had been chosen may help them in improving their vocabulary and facilitated them in reviewing the story in the video.
- 3) The first step is generating idea. After watching video, student who is as the writer asks the helper list of questions provided by researcher as a way of stimulating ideas based on the video.

Those lists of questions are in W-H questions. Afterwards, student who plays the role as helper directly answer while take notes.

- 4) The second step is drafting. In this step, researcher gave and explained that Helper writes hard words in rough and then the writer copies in. The researcher chooses this option for pair based on the students' writing levels. It is useful to make students focus on the writing task base on the researcher result observation. Then, by using the reorganized idea notes, the writer begins writing, but the writer does not have to worry much about the spelling. Because he/she should emphasize more on allowing the ideas to flow.
- 5) The third is reading in which the writer read the text loudly the draft then the helper provides some correction support if there is a fault.
- 6) The fourth step is editing. The helper and writer look at the draft together and consider what improvements might be made. They inspect the draft more than once, checking the following four SWELL editing criteria; meaning (content), order (organization), style (language use and vocabulary), and mechanics (spelling, punctuation, and the use of capital letters).
- 7) The fifth step is best copying. After sharing each other in group, the writer rewrites the best version of the draft through copying the result of editing step.
- 8) The sixth step is evaluating by the researcher.

2. Research method

In this research, the design of the research is quasi-experimental design which used two classes, experimental class and control class. The two groups were given the different methods and the same treatments. The experimental class was given treatment by using SWELL method with fairy tales videos, and the control class was given the same treatment but using direct method. After given treatments, the two classes were given post-test. The variables used in this research, namely independent variable (X) was the use of SWELL method with fairy tales videos and dependent variables (Y) was the students' writing ability. The operational definition of research variables was the use of video through SWELL method was the use of narrative video with ± 7 minutes duration to teach writing through the steps of SWELL method. And the Writing ability was the level of writing ability of the second grade students' of SMPN 5 Marioriawa in all writing components: content, organization, vocabulary, language use, and mechanics which is determine based on level of mastery classification: very good, good, fair, poor, and very poor.

The population of the research was all second grade students of SMPN 5 Marioriawa who registered in academic year 2015/2016. The first semester consisted of two classes, they are VIII/A, VIII/B. Based on the data gathered, there were 56 students in the first semester. In this research, the researcher applied total sampling technique. The sample of the research was taken two classes as the samples which presented the experimental (VIII.A) was 28 students and control group (VIII.B) was 28 students. The number of

total sample was 56 students. The instrument used was test in the form of writing test which was conducted in pretest and posttest. The test was given once in each, the pretest and posttest. In pretest, it was intended to know the students' prior writing ability while The post-test was administered to reveal whether or not the students' writing achievement in writing after learning by using SWELL method with fairy tales videos. Both pretest and posttest were given through the same topics of writing. The researcher gave some topics to the students and they simply choose one of the topics. Then, they made essay or composition based on the topic they had chosen in 60 minutes. The writing composition was limited to compose in 50-100 words.

The procedures of data collecting used in this research. The pre-test was given before treatment to the students. Its aims to measure and define the students' prior ability in writing. This test used writing test by giving some topics to the students. The processes were:

- 1) The researcher explained about the test to the students.
- 2) The researcher distributed the test to the students.
 - a) The researcher asked the students to read the instruction carefully.
 - b) The researcher gave chance for the students to ask some questions.
 - c) The researcher gave a chance for the students to do the test.
 - d) The researcher asked the students to turn their work in when time is over.

The post-test was given after the students getting the treatment. It was given to know the significant improvement of the

students' writing ability after being given the treatment namely they were taught through SWELL method by using fairy tales videos. The process was similar to pretest processes.

The treatment was carried out between pretest and posttest. In this step, the researcher treated the students to write narrative text through SWELL method by using fairy tale videos.

In the experimental class, the researcher taught a narrative text by using fairy tales videos as media of teaching through SWELL method. In this case, Through the steps of SWELL method, the researcher viewed or played a video to the students by the title "goldilocks" for the first treatment, "the princess and the dragon, and the little red riding hood" both for the second and the third treatment. After that the students followed the instruction of the researcher to compose narrative writing base on the video that had been watched. The following description shows the procedure of treatment:

1. The researcher gave some tips to improve and to strengthen the writing skill of the students and gives explanation related to content, organization, vocabulary, language use, and mechanics in writing.
2. The researcher explained about fairy tale videos as media of teaching, and narrative text to the student.
3. The researcher gave some questions to the students to know their understanding about previous explanation.
4. The researcher explained the topics to the students.

5. The researcher gave some vocabularies which essential for describing each scene of the video. And also the researcher taught and gave the explanation about the vocabulary related to the videos to make the easy understanding for the students.
6. The researcher informed the students about the videos that will be watched and also informed them that the video will be played three times.
7. Before going to the main steps of SWELL method the researcher paired the students up base on their level proficiency namely the student who has the high level proficiency are assigned as helper was coupled with the students who has low level proficiency were assigned as writer, the researcher explained the steps to write narrative text based on SWELL method such as follow:

a) Generating ideas

The first step was generating idea. In this step, student who was as the writer asked the helper list of questions provided by researcher as a way of stimulating ideas. In addition, in the question and answer strategy, the students were engaged to give responses to the list of questions. Those lists of questions were in W-H questions related to the videos that had been watched. Afterwards, student who played the role as helper directly answered while took notes. Afterward, both of them red the notes then discussed it to make sure that their ideas were in proper place. It was done to

know whether they need to change their ideas or not.

b) Drafting.

In this step, researcher gave the duty for the students in couple that the students who are assigned as helper wrote hard words for the writer. Then, by using the reorganized idea notes, the writer begun writing.

c) Reading

Reading was the next step in which the writer red loudly the draft then the helper gave some correction support for the fault that was made.

d) Editing

In this step, the helper and writer looked at the draft together and considered what improvements might be made. They inspected the draft more than once, checking the following four SWELL editing criteria; content, organization, language use, vocabulary, and mechanics.

e) Best copying.

For best copying step, the writer rewrote the best version of the draft through copying the result of editing step.

8. The researcher walked around and monitored the students' activity while the process of SWELL method was running.
9. The researcher viewed the video for once if there is missing event of the students' second draft.
10. The students were able to ask the researcher if they got some problems.
11. The researcher asked the students to re-read, revise, and edit their composition.

12. The researcher asked the students to turn in their writing.
13. Evaluating by the researcher, as the final step of SWELL method the researcher gave some corrections as the researcher's corrective feedback for best composition of the students writing result. Then, reviewed the comments together based on the result of writing assignment that students turn in.

In the control class, same in the experimental class, the researcher taught a narrative text by using fairy tale videos as media of teaching but the researcher used direct method. So in this class the researcher didn't use the procedures of SWELL method for teaching narrative. The students just wrote narrative text based on the videos that they watched directly. And in the last time, the students follow the instruction of the researcher to compose narrative writing.

3. Results and discussion

Base on the data analysis both for pre-test and post-test. The researcher used descriptive, inferential analysis and SPSS windows version 21.0 to analyze the data. The data acquired in from the pre-test to the post-test in the form of scores and score categorized. The data description as follows:

The mean scores were acquired from the final result writing in pre-test in both groups experimental and control group. The mean scores of students' writing in pre-test for experimental group was 69.93 while in control group was 67.18, equal

fair classification. While, the mean score of post-test in experimental group was 85.03 and 75.39 in control group. Moreover, standard deviation both classes of the post-test was 5.54 in experimental group and 4.47 in control group of the post test.

Therefore, the result of this research study proved that the implementation of SWELL method could improve significantly the students' writing ability in the second grade students of SMPN 5 Marioriawa because it can make progress on students' writing ability.

There are several strong possible explanation for the improvements found on the students' writing ability in post-test. In general the improvement of the students' writing ability in this study caused by the SWELL steps, cooperation, feedback and response between students in team and also it couldn't be denied the researcher's correction and assessment to the students writing. Through the editing step of SWELL method, the students were in paired work in composing the writing text. And followed by the researcher's correction, feedback and evaluation for the students' good writing result. As Harmer (2004) said that correction and feedback is requiring providing a response to the result of the students' writing and used as means of students' reflection about their performance on writing with concern to the progressiveness, strengthens or weakness, rightness or falseness of the students' writing product. The researcher's feedback on the students' writing that given to develop the quality of the students' writing composition. The aim is to see

unsuccessful in conveying meaning (Brown, 2001). It has purposed that after re-writing and revise sentence which unclear meaning, the result is edited in order to have clear message. Editing what we have written and then producing a final and satisfactory version may help as to better writers (Harmer, 2007).

The second research objective in this research study was to examine which writing component is mostly affected by the implementation of SWELL method. This finding divided into five components namely content, organization, vocabulary, language use and mechanic. In this part, there were 3 raters corrected the students' composition writing in the pre-test and the post-test. The student' score classification also revealed greater performance on post-test than on pre-test for both the experimental and the control group.

It also can be proved from the classification of the students' writing score in the post test. It could be seen clearly that the gathered score of the all components of writing in experimental group mostly categorized as very good categorization, but the highest converted score is on the vocabulary term (87.55) if we compared between the converted score of content (84.50) and organization (86.45) which all terms categorized as very good classification. By the comparison, it can be concluded that the highest converted score gained in vocabulary aspect of writing.

4. Conclusion

Through analysing the result of the research, the researcher concluded that

there is a significant improvement of the students' writing achievement by implementing Social Interactive Writing for English Language Learners. SWELL method is useful for English writing skill especially for writing narrative text.

To sum up, SWELL method can develop the students' writing ability for the improvement all the aspects of writing composition because by using of SWELL method encourage the students more active and be motivated in composing and revising their writing.

All in all, the researcher came to the end of the conclusion that choosing the best way of teaching and giving the appropriate and interesting media to the students' learning process can enhance the students' development skill. The researcher underlined in this study, specially the using of SWELL method with fairy tale videos has the important role to improve the students' writing narrative text. Where, the improvement of the students' writing ability increased significantly.

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